THE EFFECT OF PLEASE STRATEGY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMP N 5 PEKANBARU IN PARAGRAPH WRITING

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2017

Abstract: This study was aimed to finding out the effect of PLEASE strategy on the ability of the first year students of SMP N 5 Pekanbaru in paragraph writing. This study was a pre experimental research with one group pre-test and post-test design. A single group was chosen to be the sample of this study by cluster random sampling to get six treatments. There were 36 students joined this study as experimental group. A writing test was used both in pre and post-test. In order to know the difference between pre and post-test and to analyze the hypotheses, t-test formula by Hatch and Farhady (1982) was used. After analyzing the data, it was found out that t-test score was 19.50 while t-table was 2.03 with the level of significant 5% and 2.72 with the level of significance 1%. Since t-test was higher than t-table, it can be concluded that alternative hypothesis was accepted and there was a significant effect of PLEASE strategy on the ability of the first year students of SMP N 5 Pekanbaru in paragraph writing.

Keywords: PLEASE strategy, writing ability, junior high school students

DAMPAK PENGGUNAAN *PLEASE STRATEGY* TERHADAP KEMAMPUAN SISWA KELAS SATU SMP N 5 PEKANBARU DALAM MENULIS PARAGRAPH

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2017

Abstrak: Penelitian ini bertujuan untuk mengetahui dampak dari penggunaan *PLEASE strategy* terhadap kemampuan siswa kelas satu SMP N 5 Pekanbaru dalam menulis paragraf. Penelitian ini adalah penelitian *pre-experimental* dengan menggunakan desain *one pre-test and post-test*. Satu kelas terpilih untuk menjadi sample di penelitian ini dengan menggunakan teknik *cluster random* untuk mendapatkan enam perlakuan. Ada 36 orang siswa tergabung didalam kelas eksperimen. Ujian menulis digunakan untuk *pre* dan *post-test*. Untuk mengetahui perbedaan antara *pre* dan *post-test* dan untuk menguji hipotesa, maka digunakanlah rumus t-test dari Hatch dan Farhady (1982). Setelah data dianalisa, ditemukan bahwa nilai t-test adalah 19.50 dan t-table adalah 2.03 dengan level signifikan 5% and 2.72 dengan level signifikan 1%. Karena t-test lebih besar dibandingkan dengan t-table maka dapat disimpulkan bahwa hipotesa alternatif diterima dan ada dampak signifikan dari *PLEASE strategy* pada kemampuan siswa kelas satu SMP N 5 Pekanbaru dalam menulis paragraf.

Kata Kunci : *PLEASE* strategy , kemampuan menulis, siswa SMP

INTRODUCTION

Writing is one of the important skills to learnt by students. It seems to be one of the most difficult skills for students and need a long process to acquire, starting from brainstorming up to final product. According to Brown (2001) stated writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. In addition, Bryne (1988) stated writing is difficult for students because they are required to write their own ideas. Students should change their ideas into good sentences and they also have to pay attention to the using of grammar, choice of words, phrase, punctuation, etc in order to get the reader understand to their writing product.

Based on an informal interview with an English teacher in SMP N 5 Pekanbaru, it was known that the students of that school had some difficulties in writing English texts. The difficulties were the students got problem in developing their ideas, some students were lack of vocabularies, students got problems with grammar, spelling, punctuation and capitalization, and most students were not interested in writing. They thought writing were a boring activity.

At present, the Educational Unit-Oriented Curriculum that is called KTSP for Junior High School requires students to write and learn some kind of texts. They are descriptive, report, recount, procedure, and narrative text. And based on English subject syllabus of the first year students of Junior High School in the second semester, the students should be able to write descriptive paragraph. In this research, the writer will focus on writing descriptive paragraph because this is one of difficult text for the students.

From the problems above, the writer would like to conduct a research by applying an appropriate strategy. One of the potential strategy in teaching writing is PLEASE strategy. Boyle (2010) said that PLEASE is a mnemonic writing strategy that guides the students to write all of the parts of a paragraphs using planning, composing and revising components. This strategy can help students to generate their ideas and guide them while writing. It is because of PLEASE strategy consist of some steps which guide students from the pre-writing until they finish their writing. The procedures of PLEASE strategy is Pick, List, Evaluate, Activate, Supply and End. In this research, PLEASE strategy will lead the students to write descriptive paragraph step by step. According to the explanation above, in order to solve those problems, the writer conduct a study entitled The Effect of PLEASE Strategy on the Ability of the First Year Students of SMP N 5 Pekanbaru in Paragraph Writing.

METHODOLOGY

Research Design

This research was conducted at SMP N 5 Pekanbaru which is located on Jalan Sultan Syarif Qasim II Pekanbaru. The research data were collected from Februari 22nd, 2017 to March 27th, 2017. The sum total of the research is eight meetings.

This study was a pre-experimental research design with one group pre-test and post-test. The population of this research was all the first year students of SMP N 5

Pekanbaru. This research was conducted by applying PLEASE strategy in teaching writing to the experimental group (VII 6) selected by employing cluster random sampling method.

The Data and Instruments

In this research, the writer focused on finding the difference of students' writing ability before and after the treatment. This research used quantitative instrument. The test conducted twice, there were pre-test and post-test. The test instrument was in form of written test. The reseacher provided two topics. But, the students only choosed one topic and wrote a simple descriptive paragraph based on the topic.

The Data Anaysis Technique

In order to have valid data, the writer asked three raters to assess the students' writing product. In scoring the data of students, the writer evaluated and analyzed is as follow:

The Scoring Rubric

NO	THE COMPONENTS OF WRITING	SCORE RANGE
	GRAMMAR	
1	1. Use of Grammar is very precise	5
	2. Use of Grammar is precise	4
	3. Quite appropriate grammar	3
	4. Lack of grammar	2
	5. Error in grammatical	1
	VOCABULARY	
2	1. Use of vocabulary is very precise	5
	2. Use of vocabulary is precise	4
	3. Quite appropriate vocabulary	3
	4. Lack of vocabulary	2
	5. Use of vocabulary is error	1
	MECHANICS	
3.	1. Use of Spelling and punctuation are very precise	5
	2. Use of Spelling and punctuation are precise	4
	3. Quite appropriate spelling and punctuation	3
	4. Lack of using spelling and punctuation	2
	5. Error in using spelling and punctuation	1
	FORM(Organization)	
4.	1. Organization or structure text is very precise	5
	2. organization is precise	4
	3. Quite appropriate organization	3
	4. Lack of organization	2
	5. Error in organization	1

(Adapted from "When English Rings a Bell SMP/MTS Kelas VII")

To get the description of the total score of the aspects of writing by the students, the writer used the following formula.

$$TS = G + V + M + F$$

Where:

TS   :   Total Score
G   :   Grammar
V   :   Vocabulary
M   :   Mechanics
F   :   Form (organization)

▪ To know the real score of the students, the writer used the following formula:

$$RS = \frac{TS}{20} \times 100$$

Where:

RS : Real score of each individual
TS : Total score of the aspects of writing
20: The maximum score

▪ To know the whole score of each students

$$RS = \frac{rater1 + rater2 + rater3}{3}$$

▪ To know the level of the students' writing ability, the writer used the following classification:

Level of Students' Ability

No	Score	Level of Ability
1	81-100	Excellent
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 40	Poor
5	0 – 20	Very Poor

Adopted from Haris (1974)

- To find out the mean of each group, the writer used the formula as follow:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$: The average score

$\sum X$: The number of individual score

N : The number of individuals

(Adopted from Hatch and Farhady, 1982)

- To find out the percentage of the students' ability in writing descriptive texts, the following formula was used :

$$P = \frac{f}{N} \ x \ 100$$

Where :

P = Percentage
F = Frequency
N = The number of students

(Adopted from Hatch and Farhady, 1982)

- To find whether or not the data would reach the significantly succesful of 'T" test or not, the following formula are tested.

The formula for standard deviation is :

$$S_D = \sqrt{\frac{\sum D^2 - \left(\frac{1}{n}\right)(\sum D)^2}{n-1}}$$

Where :

SD = The Standard deviation
$\sum D^2$ = The quadrate different of score
N = Number of pair
$\sum D$ = The difference of scores

(Adopted from Hatch and Farhady, 1982)

▪ The Standard Eror of Data :

$$S_{D} = \frac{SD}{\sqrt{N}}$$

Where :

S$_D$ = Standard deviation

N = Number of Students

▪ From the data above, we found the match t-test :

$$SD_{D} = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)2}$$

$$SEM_{D} = \sum \frac{SD_{D}}{\sqrt{N-1}}$$

$$t_{o} = \frac{M_D}{SEM_D}$$

(Adopted from Sudijono, 2010)

If the value of t-calculated was bigger than the value of t-table, the alternative hypothesis was accepted. Conversely, if the value of t-calculated was smaller than the value of t-table, the null hypothesis was accepted.

RESEARCH FINDINGS AND DISCUSSION

The Result of Pre-Test

The writer conducted a pre-test before using PLEASE strategy in the learning process. The assesment was done by obtaining the score from three raters. The writer got the students' mean score of 35.46 for the pre-test.

The Students' Ability Level in the Pre-Test

Test Score	Ability Level	Frequency	Percentage
81-100	Excellent	0	0%
61 – 80	Good	1	2.78%
41 – 60	Mediocre	11	30.55%
21 – 40	Poor	24	66.67%
0 – 20	Very Poor	0	0
Total		36	100%

The table shows that most of students (66.67%) were in 'poor' level, 11 students (30.55%) were in 'mediocre' level, only one student reached 'good' level and none of the student was in 'excellent' and 'very poor' level.

The writer also presented the data according to the four aspects of writing.

The Students' Ability in Each Aspect of Writing in Pre-Test

Rater	Aspect of Writing				Total Score	Real Score	Ability Level
	Grammar	**Vocabulary**	**Mechanic**	**Form**			
R1	2.22	2.44	1.83	1.69	8.19	40.97	Poor
R2	1.33	1.53	1.22	1.19	5.28	26.39	Poor
R3	1.86	2.22	1.83	1.88	7.81	39.03	Poor
Average	**1.81**	**2.06**	**1.63**	**1.59**	**7.09**	**35.46**	**Poor**

The students' ability in each aspect of writing in pre-test can be described as follows: the average score in aspect of 'grammar' was 1.80, then 'vocabulary' aspect was 2.06, 'mechanic' aspect was 1.63 and 'form' aspect was 1.59 with the range was 1 up to 5.

In addition, the average score of pre-test was 35.46 which the ability level was poor. The lowest score for pre-test was 'form' aspect and the highest one was 'vocabulary' aspect.

The Result of Post-Test

After the writer gave the pre-test, then the treatment was carried out. The writer taught the students by using PLEASE Stratgey for six meetings. After that, the writer administered the post-test and computed the data.

The Students' Ability Level in the Post-Test

Test Score	Ability Level	Frequency	Percentage
81-100	**Excellent**	**18**	**50%**
61 – 80	**Good**	**13**	**36.11%**
41 – 60	**Mediocre**	**5**	**13.89%**
21 – 40	**Poor**	**0**	**0**
0 – 20	**Very Poor**	**0**	**0**
Total		**36**	**100%**

The students ability level in the post-test can be described as follows: 18 students (50%) were at 'excellent' level, 13 students (36.11%) were at 'good' level, 5 students (13.89%) were at 'mediocre' level and none of the students (0%) were at 'poor' and 'very poor' level. This fact shows that PLEASE strategy can help students in improving their ability in writing.

In addition, the writer also presented the data from post-test according to the four aspects of writing

The Students' Ability in Each Aspect of Writing in Post-Test

Rater	Aspect of Writing				Total Score	Real Score	Ability Level
	Grammar	Vocabulary	Mechanic	Form			
R1	4.08	4.25	3.92	4.64	16.89	84.44	Excellent
R2	3.25	3.39	3.56	3.17	13.36	66.81	Good
R3	3.39	4.03	3.92	4.86	16.19	80.97	Good
Average	**3.57**	**3.89**	**3.80**	**4.22**	**15.48**	**77.41**	**Good**

The table shows that the average score in aspect of 'grammar' was 3.57, then 'vocabulary' aspect was 3.89, 'mechanic' aspect was 3.80 and 'form' aspect was 4.22 with the range was 1 up to 5.

From four aspects of writing, the lowest score for post-test was grammar aspect and the highest one was form. It is different from pre-test, because the lowest score in the pre-test was 'form' aspect, but the highest score was vocabulary. In addition, the average score of post-test was 77.41 with the ability was good. It increased from the mean score in pre-test which only 35.46 with the ability level was poor.

Hypothesis Analysis

This research used "t" test formula to compare pre-test and post-test result to see whether the hypothesis could be accepted or not. After conducting the post-test, the writer got the data of pre-test and post-test of students' score before and after using PLEASE Strategy and calculated the data with "t" test formula.

Based on the data from pre-test and post-test, the result of t-test was 19.50. Meanwhile, the value of t-table on the df (degree of freedom) 35 was 2.03 with the level of significant 5% and 2.72 with the level of significance 1%. The result showed that the t-test was higher than the t table on both significant level 5% and 1% ($2.03 < 19.50 > 2.72$).

Accordingly, the Ha (alternative hypothesis) is accepted and the Ho (null hypothesis) is rejected. In other words, there is a significant effect of using PLEASE Strategy on the ability of the First Year Students of SMP N 5 Pekanbaru in paragraph writing.

The Comparison Between Pre-Test and Post-Test

This research showed improvement in the students' writing ability in writing descriptive paragraph. The improvement can be seen through the post-test result especially from each aspects of writing.

The Improvement in Each Aspect of Writing in the Pre-test and Post-Test

Aspects of Writing	Average Score		Improvement
	Pre-Test	Post-Test	
Grammar	1.81	3.57	1.76
Vocabulary	2.06	3.89	1.83
Mechanic	1.63	3.80	2.17
Form	1.59	4.22	2.63

That table demonstrates the improvement in each aspect of writing. The students' average score significantly increased. In 'grammar' aspect, the improvement was 1.76 point. The improvement in 'vocabulary' aspect was 1.83. Then, the improvement in 'mechanic' aspect was 2.17 point and the 'form' aspect was 2.63 point. From that result, the lowest improvement was in 'grammar' aspect and the highest improvement was in 'form' aspect. In addition, the improvement of the student's score from pre-test to post-test was also good.

The Improvement of Students' Writing Ability from Pre-Test and Post-Test

Score	AbilityLevel	Pre-Test	Post-Test
81-100	Excellent	0%	50%
61 – 80	Good	2.78%	36.11%
41 – 60	Mediocre	30.55%	13.89%
21 – 40	Poor	66.67%	0
0 – 20	Very Poor	0	0

The table above shows that there was a significant improvement from pre-test to post-test. There was none of student in *very poor* level. In pre-test, most of students (66.67%) was in *poor* level, while in the post-test, the number of students' who reached *poor* level decreased to none. In pre-test, 30.55% of students in *mediocre* level. But in post-test, it decreased to be 13.89%. The number of students who reached *good* level in pre-test (2.7 %) increased to be 36.11%. And the most significant result was in *excellent* level. In pre-test, there was none of student who reached *excellent* level. But in post-test, half of total number of students (50%) reached *excellent* level.

In addition, based on the research result, the mean score of pre-test was 35.46. But, the mean score of post-test was 77.4.

The Improvement of Students' Mean Score

Mean Score	Pre-test	Post-test	Improvement
	35.46	77.4	41.94

The mean scores of pre-test and post-test show that the students' score increased by 41.94 point. In other words, based on this result on the pre-experimental research, PLEASE Strategy successfully used in teaching writing on descriptive paragraph since the data shown that $x1 < x2$.

DISCUSSION

Before giving the treatment, a pre-test was conducted to the first year students of SMP N 5 Pekanbaru in order to know their writing skill. Based on the result of the pre-test, the mean score was 35.46 which was laid on *poor* level. Considering at individual level of ability, there was only one student whom level of ability in writing laid on *good* level. Most of students laid on 'poor' level and the other were in *mediocre* level.

After the students got treatments for six meetings, their writing skill improved quite significantly. This can be seen from the mean score in post-test which was 77.4 and laid on *good* level (before it was 35.46). Beside that, the t-test value was 19.50 while t-table was 2.03 with the level of significant 5% and 2.72 with the level of significant 1%. It means that alternative hypothesis was accepted which is there is a significant effect of PLEASE strategy on the ability of the first year students of SMP N 5 Pekanbaru.

In addition, the students scores in post-test had improvement in all of the aspect of writing. The aspect of writing in this study were grammar, vocabulary, mechanic and form. This result is in line with the result of previous study entitled *The Effect of "PLEASE" Strategy Training Through The self-regulated strategy development (SRSD) Model on Fifth Grade EFL Students' Descriptive Writing: Strategy Training On Planning* that was conducted by Akincilar (2010). The result of her study was the overall quality of students' written products improved from the writing pretest to the writing post-test. The students' mean score in all aspects were increased and showed a significant improvement.

Moreover, due to the students' writing average score for each aspect of writing in pre-test, the students got the lowest score in aspect of *form*. The score of *form* was only 1.59. In pre-test, the students still confused about the generic structure of descriptive paragraph and could not make a good form of descriptive paragraph. Whereas, Hughes (1989) stated that *form* should be taken care of well in writing because a good paragraph have unity in the sense. All sentences discuss one main idea and supporting sentences explain the main idea. So, it is important for the writer to concern about the *form*.

In addition, PLEASE strategy consist of steps that help students to write in a good form. Graham and Harris (2007) stated six steps in PLEASE strategy. *Pick, list, evaluate* steps help students in pre-writing. A*ctivate, supply*, and *end* steps help the students in while-writing and post-writing. In *activate* step, the students made a topic sentence. Then, the students made supporting sentences in *supply* step and the concluding sentence was made in *end* step. So, these steps help the students to focus in the form of paragraph. It can be seen from the post-test score. After the students got treatments, the score in aspect of *form* was increase to be 4.22 and *form* aspect became the highest score in post-test. The improvement was 2.63. It can be said that PLEASE strategy help students to made a good form of paragraph.

According to the result, it can be said that PLEASE strategy is an effective strategy in teaching writing since there is an improvement on students' score. This strategy is a strategy in writing process that will guide the students from the beginning of writing and help them to write step by step until they finish their writing product.

CONCLUSIONS AND RECOMMENDATION

Based on the analysis data from pre-test and post-test, the writer concluded that applying PLEASE Strategy in writing descriptive paragraph gave the significant effect for the students. It can be seen from the result of the pre-test and the post-test. In pre-test, the mean score of students was 35.46 while the score of post-test was 77.4. It can be said that PLEASE Strategy is effective in writing since there is improvement on students' score.

In addition, it was found that the value of t-test was 19.50 and t-table was 2.03 with the level of significant 5% and 2.72 with the level of significance 1%. So, because of the t-test was higher than t-table, the alternative hypothesis was accepted and the null hypothesis was rejected.

From that explanation, the research question is answered. PLEASE Strategy gave a good effect on the ability of the first year students of SMP N 5 Pekanbaru in paragraph writing. Based on the results of this study, the writer would like to offers three recommendations. First, the teacher can use this strategy as an alternative strategy in teaching writing in order to improve students' writing ability. Second, the teacher should master all of the steps in PLEASE strategy and explain each step correctly to the students in order to make the students understand each step. And the last, teachers need to control and give attention to the students when they are working. By giving attention, the students can understand more, focus and achieve their success in learning process.

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